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Fictional Text as A Language Learning Tool on The Example Of BSU

Dr. Teona Beridze, Dr. Nona Metreveli

Batumi Shota Rustaveli State University, Georgia

Abstract

The goals, intensity and doze of integrating literary text in the process of teaching a foreign language has been changing through different periods. It is interesting that, against the backdrop of the fact that in the modern world, young people spend less and less time reading, and large daily or fictional texts have been replaced by short messages and blogs on online platforms. The purpose of our research is to determine, based on the analysis of the syllabi of foreign language courses and teachers' surveys, for what purpose and frequency teachers use literary texts, which genres and periods of texts they prefer and what learning outcomes they achieve. In order to answer these questions, on the one hand, we investigated which study courses focused on language teaching of the 5 undergraduate educational programs included in the language acquisition cluster provide for the processing of fictional texts in the original language, at the same time, we analyzed the share of fictional texts in textbooks used to teach foreign languages. Also, we investigated to what extent the fictional text is used in the evaluation process, what is its share during formative and final evaluation. In addition to the analysis of syllabi, textbooks and examination papers/tests, quantitative research and focus group meetings with both teachers and students were conducted. The challenges and difficulties associated with the integration of literary texts in the process of teaching and learning a foreign language, as well as its positive aspects, were highlighted.

Keywords: Mastering a foreign language, literary text, learning outcome, textbook